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AUTHOR	Ireland, LaVerne H.
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ABSTRACT

This fifth edition of the annotated bibliography covers research on the influences of school library services on student learning in works published from 1953 through 2000. Included with the bibliography are the short introductions to the second, third, and fourth editions; there is no introduction to the fifth edition. A total of 129 sources is divided into three sections: Primary Sources (59); Secondary Sources (26); and Other References of Interest (44). Topics include measuring the impact of a library learning center; library outreach for disadvantaged students; library classroom cooperation; library role in students' academic achievement; students and faculty media center use; access to an academic online catalog at the high school; teacher's role in library service; library skills needed by office personnel; perceived value of libraries; transferability of library research skills from high school to college; students' attitudes toward the library media program; the teacher-librarian team; credentialed school librarians; comparative analysis of schools with and without a central library; library instruction; and library funding. (AEF)

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THE IMPACT OF SCHOOL LIBRARY SERVICES ON STUDENT ACADEMIC ACHIEVEMENT

An Annotated Bibliography

Fifth Edition

by LaVerne H. Ireland

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INTRODUCTION TO THE FOURTH EDITION

This bibliography now covers research published from 1953 through 1996 – 43 years of studies of the influences of school library services on student learning. Findings are consistent over time and over a wide range of places, both geographically and in other community characteristics, and even though the time period has seen great social, economic, and technological changes. Better school library services produce better student learning. Teacher-librarian collaboration with classroom teachers produces better student learning. Administrative support, both rhetorical and financial, is critical to the success of school library services. What more is there to say?

INTRODUCTION TO THE THIRD EDITION

This edition brings the bibliography to June 1993, including items published through that date. As in previous editions, primary sources are exclusively focused on the title emphasis of the bibliography and are confined to works a practicing librarian can reasonably expect to obtain in full text.

While school (and public) library services continue to be threatened and even cut back, evidence of the value and educational importance of such services continues to be developed and presented. Librarians owe it to their constituencies (children, who are relatively powerless and largely unaware of what is being taken from them) to educate budget-conscious decision-makers about the full implications of reductions in library services. Like the children, these people are unaware. However, quite unlike the children, they have the power to make policy and to fund it. They need to make wiser decisions.

INTRODUCTION TO THE SECOND EDITION

As the increase in length of this bibliography over the earlier edition (published only a year before) verifies, there is no lack of research into the impact of school library services on general student learning. Nor is there lack of evidence that school library services provide measurable educational advantages to those students still fortunate enough to have them.

Beyond those studies closely focused on the topic of this bibliography lies a truly large body of research into other aspects of school library services. When perusing the literature of this research, which includes a wide variety of designs and methods, a reader cannot help noticing the consistency of the evidence generated: good school library services measurably improve student learning and academic achievement at all grade levels. In spite of such evidence, however, school library services are under steady pressure for elimination or reduction as "frills".

As pointed out in the introduction to the first edition, the underlying reasons why school library services manage to make such an impact on student learning as they do are dual. First, the development of reading ability, and its continual improvement, is critical to student learning in general because learning requires increasingly sophisticated levels of reading skills as courses become more demanding academically. While reading skills are taught in the classroom, reading ability is developed beyond the classroom by reading. It is the professionally planned and executed school and public library programs that carry this reading development forward from primary grades through all of students' school years, particularly for children who receive minimum reading experience in their classrooms.

Second, the acquisition and development of information retrieval/analysis/criticism/management skills must begin in the middle grades and progress from there. The school library is the one place where these skills are taught and practiced across all disciplines and in a coordinated way.

The problem is not lack of proof of the need for inclusion of professional school library services in any effort to provide adequate education, but a pervasive lack of awareness of this proof. Neither teachers nor administrators nor school board members read such research. Parents, in most cases, do not even know that this kind of research is done and that its reports are publicly available. Many people confuse librarians with circulation clerks, and libraries with book warehouses, and therefore do not think of seeking out research into library effectiveness.

Getting this information out to everyone who needs to know is a real challenge. Many of these people do not want to hear that school library services are essential to superior student learning. Either this news runs counter to their personal misconceptions about libraries, or it threatens their own agendas for school programs. In either case they want this news (and its messenger) to go away, and quickly.

As noted above, there are numerous published studies of various aspects of school library services. This bibliography does not attempt to review them all. Primary and secondary sources cited are confined strictly to studies focused specifically on this bibliography's topic. A few other items are included in a separate section because of their special or unusual interest.

Mindful that purchasers of bibliographies often need or want to acquire selected titles from a bibliography, or to examine cited works in detail, the compiler has cited only works that a purchaser can reasonably expect to obtain from original or reprint publishers, or from document delivery services, or can reasonably expect to find in a large college or university library. For this reason, some items cited elsewhere (unpublished or non-indexed theses, speeches, conference papers, etc.), however interesting, are not included.

PRIMARY SOURCES

Ainsworth, Len. "An objective measure of the impact of a library learning center". School Libraries 18:33-35 Winter 1969.

Similar 5th and 6th graders were studied, over a year's time, in two similar Texas elementary schools. Neither school had had library services other than small classroom collections. At the start of the study, one was provided with a professionally managed and fully equipped library, with a professionally presented library skills program, and the other with a smaller and less elaborate library without professional instruction. Scores in library skills for the students in the full library program were higher at the end of the study year than for students in the minimal library program.

Bailey, Gertrude M. The use of a library resource program for the improvement of language abilities of disadvantaged first grade pupils of an urban community. Ed.D. dissertation, Boston College, 1970.

An experimental group of 25 disadvantaged students was provided with a library program emphasizing children's books, activities, and storytelling, while a control group (matched for background and mental ages) did not receive any library program. The test group demonstrated verbal expression improvements and improvements in other language abilities, over those of the control group.

Barrilleaux, Louis E. An experimental investigation of the effects of multiple library sources as compared to the use of a basic textbook on student achievement and learning activity in junior high school science. Ph.D. dissertation, University of Iowa, 1965.

Barrilleaux studied the effect on eighth grade science students of a library program coordinated with classroom instruction. Students who learned through library activities, without a textbook, learned more and demonstrated better discrimination in science reading than the students who learned from the textbook.

Baughman, James C. School libraries and MCAS scores. A paper presented at a symposium sponsored by the Graduate School of Library and Information Science, Simmons College, Boston Massachusetts. October 26, 2000.

This paper summarizes the findings of the Simmons Study, which analyzed test scores from the MCAS (Massachusetts Comprehensive Assessment System), and found that students in schools with library programs scored higher on the MCAS, students scored higher where there was a higher per-pupil book count, students whose school libraries had longer hours scored higher, elementary and junior high school students scored higher where there was a library instruction program, at all levels average MCAS scores were higher in schools with larger per-pupil expenditures for school library materials, at elementary and high schools students scored higher where they were served by a full-time librarian than in schools without, students in elementary and high schools scored higher where there was library staff assistance than where there was not, elementary students scored higher where their libraries were aligned with the state's curriculum frameworks, among other findings.

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Becker, Dale Eugene Social studies achievement of pupils in schools with libraries and schools without libraries. Ed.D. dissertation, University of Pennsylvania, 1970.

In a study of fifth grade students, an experimental group with access to a school library demonstrated superior achievement in four social studies areas over a matched group that did not have such access.

Bell, Michael David. Elementary school climate factors and personality and status variables associated with school library media specialists chosen by classroom teachers for cooperation on instructional problems. Ph.D. dissertation, University of North Texas, 1990.

This study examined relationships between several school climate and faculty characteristics and the extent to which the teachers went to school librarians for instructional cooperation.

"As compared to the low academic schools, the high academic schools were found to be significantly more instructionally cohesive, and classroom teachers in those schools were significantly more disposed to choose the school library media specialists to cooperate with them on instructional problems. No significant relationships were discovered between the instructional choice status of the school media specialist and his or her measured personality characteristics."

Quotation from Dissertation Abstracts International 52:1, July 1991, 9-A.

Bingham, Janice Elizabeth Mann. A comparative study of curriculum integrated and traditional school library media programs. Achievement outcomes of sixth-grade student research papers. Ed.D. dissertation, Kansas State University, 1994.

The data from this study found that students taught via a program that integrated the teaching of library skills with the classroom curriculum had significantly higher scores on their research papers than did students taught library research skills separately.

Blazek, Ron. Influencing students toward media center use: An experimental investigation in mathematics. Chicago, 1975, American Library Association.

In a study of teachers' influence on student library use, that was confined to mathematics because library use is not essential to the teaching/learning of mathematics, Blazek found that "Support for the school library media center by higher authority is indispensable to its efficient operation, and this support is forthcoming only in instances where the administrator is an enlightened individual."

Broadway, Marsha D. and Sherie Baldridge. "Prescription for excellence in instruction". Clearing House 61:277-9 February 1988.

In this study of eighth grade students, one group received instruction in various subject areas that was substantially enhanced by contributions to the curriculum provided by the school librarian, while the control group received instruction not enhanced by the school librarian. The librarian-enhanced curriculum group outperformed the control group in eight of eleven sections of the Metropolitan Achievement Test.

The authors state that "at least twenty research reports [published prior to 1984] that are not generally available to teachers and principals show convincing evidence that school library media programs directed by professional librarians are positively related to academic achievement."

Craver, Kathleen W. "The use of library materials and services by gifted students". Roeper Review 9:162-6 February 1987.

This study surveyed gifted students. Findings indicated that gifted students used the school library frequently both for research materials and personal reading, that they generally found the materials they obtained there to be satisfactory, and that they read more and watched television less than students identified as nongifted.

Craver, Kathleen Woods. The influence of the availability of an academic online catalog on the use of academic libraries by college-bound high school seniors. Ph.D. dissertation, University of Illinois at Urbana-Champaign, 1987.

Craver found that access to an academic online catalog at the high school significantly influenced the use of college/university libraries by the students studied, and that they were able to produce more citations and from a greater variety of sources than students who had not had such access.

DeBlauw, Robert Allen. The effect of a multi-media program on achievement and attitudes of elementary and secondary students. Ph.D. dissertation, Iowa State University, 1973.

928 students were followed through a three-year multimedia program and monitored with standardized achievement tests. Vocabulary and word study skills improved in grades 1 through 8, although there were differences in improvements at various grade levels.

Didier, Elaine K. M. Relationships between student achievement in reading and library media programs and personnel. Ph.D. dissertation, University of Michigan, 1982.

In a study of 94 school districts in Michigan, reading and study skills of seventh graders were significantly higher in schools with professional media personnel than in other schools.

Ducat, O. P., Sister Mary Peter Claver. Student and faculty use of the library in three secondary schools. D.L.S. dissertation, Columbia University, 1960.

Ducat studied 2266 students and 108 teachers in three midwestern coeducational parochial high schools. She found that most classroom instruction was textbook-centered, only a small number of students used the school library, and that a higher proportion of "better students" used their school library than those with "lesser ability". She also found that there was lack of leadership at both higher administrative levels and at departmental levels, in motivating teachers either to assign library resources or to develop instructional programs using a variety of sources.

El-Hagrasy, Saad Mohammed. The teacher's role in library service: An investigation and its devices. Ph.D. dissertation, Rutgers University, 1961.

El-Hagrasy found, in a study of sixth grade classes, a direct relationship between teachers' reading habits and library skills, and those of their classes. Teachers with high levels of reading and library skills had classes with high levels of reading and library skills, and vice versa.

Elliott, Mark and Nyla Leonard. "Upgraded library skills needed by office personnel". Business Education Forum 42:17-19 February 1988.

In a survey of local businesses, to identify needed instructional areas for community college business courses, "employers rated research skills as highly desirable but indicated a real weakness in current employees". Office workers, including managers, were unable to find vital business information they needed in libraries. The community college developed a special program to acquaint office employees, particularly secretarial workers, with business reference sources and search techniques. The business staff members who completed the program rated it very high for meeting business information needs.

Fogarty, Thomas A. "Libraries beat horses by a mile". DesMoines Register May 30, 1990, p. 1.

Fogarty reports here on a Metro Poll of Polk County (Iowa) residents in which the residents rated the comparative value to the community of a list of twenty-four area services and amenities. Libraries topped the list for value, named as most valuable by 88% of those polled. Except for community swimming pools, sports-related offerings were all in the bottom half of the ratings, with a local horse racing track in last place.

Gaver, Mary Virginia. Effectiveness of centralized library service in elementary schools. 2d ed. New Brunswick, New Jersey, Rutgers University Press, 1963.

A study was done in 271 schools in 13 states, comparing student achievement in schools with classroom "library" collections only, those with centralized collections cared for by teachers or other nonlibrary professionals, and those with school libraries directed by librarians. Reading achievement in terms both of quantity and quality was substantially higher in the schools with libraries and librarians, and student library skills were measurably better.

The study also found that test scores were lower in schools with rigid library schedules (students scheduled into the library to provide teachers with prep periods) than in those with flexible schedules and cooperative teacher-librarian planning.

Gaver notes that "...the attitudes of principals with which we worked ranged from a realistic understanding of the role of the library and cooperation in support of it to skepticism and lack of insight."

Gehiken, Vivian Seiber. The role of the high school library media program in three nationally recognized South Carolina Blue Ribbon Secondary Schools. Ph.D. dissertation, University of South Carolina, 1994.

In these schools, already singled out for their students' high achievement and for their innovative teaching strategies, the school libraries were characterized by principal support, librarian proactivity, commitment to curriculum-based collection building, an "invitational atmosphere", and student access before and after school and during the school day. Students considered personal help from the librarian the most important service.

Gengler, Charles R. A study of selected problem solving skills comparing teacher instructed students with librarian-teacher instructed students. Ed.D. dissertation, University of Oregon, 1965.

Students in 23 elementary schools were studied; some were instructed by librarians and teachers, others by teachers alone. The students who received the dual instruction scored higher in problem solving skills than the ones taught by teachers only.

Gilliland, Mary J. "Can libraries make a difference? Test scores say 'Yes'!" School Library Media Quarterly 14:67-70 Winter 1986.

High school seniors in California were given intensive review of basic library skills prior to taking the California Assessment Program test. Their scores were appreciably higher than those of seniors who had taken the test earlier, without the benefit of the library skills review.

Goodin, M. Elspeth. The transferability of library research skills from high school to college. Ph.D. dissertation, Rutgers The State University of New Jersey, 1987.

A research group and a control group were used. The instructional program was developed and taught by the high school librarian. Research papers were submitted by both groups, and scored by college professors. The students with the specialized instruction scored significantly higher on a post-test and on their research papers than the control students.

Greve, Clyde L. The relationship of the availability of libraries to the academic achievement of Iowa school seniors. Ph.D. dissertation, University of Denver, 1974.

Greve found that high school seniors in schools with a high level of library service scored higher academically than those without such service.

Griffin, Edith McClenny. Library instructional support services in elementary schools in the District of Columbia public school system. Ed.D. dissertation, The American University, 1980.

In a study of 47 school library support services, designed to identify relative current usage and needs, 84% to 95% of the teachers indicated that 20 of the services needed increases in levels offered, and 61% to 83% indicated that all others also needed increases. Teachers with six semester hours or more of library science or audiovisual education used more sophisticated services, worked more closely with teacher-librarians, and were more demanding of school library services, than teachers without such training.

Hale, Irlene W. "October inspiration: School libraries work!" Wilson Library Bulletin 45:127 October 1970.

One group of ability-matched urban (Chesapeake, Virginia) twelfth grade students was given "all varieties of library services and resources, plus opportunity for independent study under the supervision of the librarian", while the control group was given standard classroom instruction with only incidental library use. Tested before and after the program, the enhanced library group demonstrated greater increases in learning and academic achievement than the classroom group.

There is an ERIC document (047 694) with similar content, by the same author. ERIC title is "The influence of library services upon the academic achievement of twelfth-grade students at Crestwood High School, Chesapeake, Virginia".

Hall-Ellis, S. D., and M. A. Berry. "School library media centers and academic achievement in South Texas [summary of a survey of 79 public schools during the 1991-92 school year]." Texas Library Journal 71:94-7 Summer 1995.

This study considered schools as units rather than individual students. It found that where the LMCs were better funded, academic achievement was higher irrespective of the economic characteristics of the communities and irrespective of the educational level of the adults in the communities.

Harker, Willard Dwight. Analysis of secondary school library media programs in relation to academic success of Ball State University students in their freshman and sophomore years. Ph.D. dissertation, Ball State University, 1971.

Harkin studied 200 students in 20 Indiana secondary schools. Ten schools had high media-student ratios and ten had low media-student ratios. Only the effects of media-student ratios were studied; neither program nor staffing factors were addressed. Comparing the two groups on SAT mathematics and English scores, and on grade point averages, Harkin found no significant differences. Using questionnaire responses about opinions and values, he found no significant differences between the groups in satisfaction with their school libraries, interest in assuming responsibility for their own learning, feelings that their school library media programs helped them develop academic problem solving abilities, or feelings that their school library media programs helped them to understand different views and philosophies.

Harmer, William R. The effect of a library training program on summer loss or gain in reading abilities. Ph.S. dissertation, University of Minnesota, 1959.

Sixteen fourth grade classes in Minneapolis were divided randomly into a control group and an experimental group, and both groups tested before and after the study, for nonverbal intelligence and reading development. The experimental group was given a program coordinated with the public library, emphasizing recreational reading. The experimental group, at the end of the study, demonstrated superior gains in reading to retain information and for appreciation, over the control group.

Hastings, Dorothy, and Daniel Tanner. "The influence of library work in improving English language skills at the high school level", Journal of Experimental Education 31:401-405 Summer 1963.

In a study of ability-matched urban (San Francisco) tenth grade students, control groups were given traditional class instruction and drill in English grammar. Experimental groups were instead provided with instruction and experience in the use of a variety of library reference materials and sources. Students in the experimental groups made significantly higher gains in scores in spelling, mechanics of English, and total language skills than the control group students who received classroom grammar instruction.

Hodges, Yvonne A., Judy Gray, and William J. Reeves. "High school students' attitudes towards the library media program – What makes the difference?" School Library Media Quarterly 13:183-90 Summer 1985.

In this study done in Calgary, Alberta, it was found that student attitudes were more positive, and student usage of the school library was higher, in school libraries where audiovisual services (in addition to book services) were offered to students than in school libraries where only book services were offered.

Hopkins, Dianne McAfee. "Elementary school library media programs and the promotion of positive self-concepts: A report of an exploratory study". Library Quarterly 59:131-47 April 1989.

"This exploratory case study provides evidence of the positive role that the school library media center, meeting certain criteria, can play in enhancing the school's objectives of helping students develop positive self-concepts and achieve academically."

Hutchison, Laveria F. "The relationship between library use and academic category among tenth grade students". Clearing House 56:34-7 September 1982.

This study compared library usage rates of students earning A's and B's with those earning C's and D's before, during, and at the end of a series of library skills units taught in English classes and immediately applied to English assignments. The students in this study increased their library use 77% to 78%, there being only a 1% difference in degree of increase between the A and B students and the C and D students.

Jeffrey, Penelope S. "Needed: The teacher-librarian team". English Journal 71:50-2 September 1982.

A public librarian observes, from experience, an over-emphasis in high school English teachers' recommended reading lists on older titles, many of which have limited relevancy and interest to today's readers, or which are of interest mainly to younger readers, and suggests improvement would follow closer partnerships between English teachers and librarians.

Kuhne, Brigitte. "The library – the brain of the school? Scandinavian Public Library Quarterly v. 28 no. 4 p. 11-19 April 1995.

In a brief review of her 1993 [doctoral?] dissertation at the Malmo Institute of Education in Sweden, the author reviews her project (the Barkestorp Project) to study the effects of integrating school and public library services into school curriculum. A "learning by investigation" teaching model was used, with classroom teachers and librarians working together as teaching teams. The students in the study demonstrated a higher level of library skills than students not in the study. Other observations were that teaching library research skills is not easy – it takes time and staff – and that it benefits students by giving them more independence and creativity.

Lest we think that students in other countries are "better" than our own, consider these observations: "At first, pupils often had difficulty in looking for and comparing facts from more than one source. In fact, they wanted everything prepared for them, including page references and perhaps even opened at the relevant pages."

Lance, Keith Curry, Christine Hamilton-Pennell, Marcia J. Rodney, with Lois Petersen and Clara Sitter. Information empowered: The school librarian as an agent of academic achievement in Alaska Alaska State Library, 1999.

This study found higher student performance in elementary schools with credentialed librarians, a well-developed library/information skills teaching program in the library, longer library hours v. shorter ones, cooperatiave relationships between school and public libraries, Internet access in addition to print sources, and a defined collection development policy.

Lance, Keith Curry, Marcia J. Rodney, Christine Hamilton-Pennell. How school librarians help kids achieve standards: The second Colorado study. c2000 Colorado Department of Education.

The Executive Summary states that "CSAP (Colorado Student Assessment Program) reading test scores increase with increases in LMS hours per 100 students (7th grade), total staff hours per 100 students, print volumes per student, periodical subscriptions per 100 students, electronic reference titles per 100 students (7th grade), and library media expenditures per student." The summary also states that higher reading scores were associated with networked computers linking libraries with classrooms, labs, and other instructional sites, that test scores rose as librarians spent more time "planning cooperatively with teachers (7th grade), identifying materials for teachers, teaching information literacy skills to students, providing in-service training to teacherss, and managing a computer network through which the library media program reaches beyond its own walls to classrooms, labs, and offices (7th grade)."

Lance, Keith Curry, Lynda Welborn, and Christine Hamilton-Pennell. The impact of school library media centers on academic achievement. Colorado Department of Education, Denver, Colorado, c1993.

Prepared for the U.S. Department of Education Office of Educational Research and Improvement of Library Programs, this study is of schools rather than individual students. It analyzed the impact of library media centers on academic achievement in 221 Colorado public schools during the 1988-89 school year. The study found that student test scores were higher, on the average, in those schools with higher funding of school libraries than in those with lower funding, regardless of the socio-economic background of the students or the school's community. It also found that students achieved at a higher level in those schools where the school librarians (referred to in the report as library media specialists) took an active role in student instruction than in those where the librarian did not. The only influence of greater positive impact in predicting student academic achievement than school library staff size and collection quality was the absence of "at risk conditions" (identified as poverty and low adult educational achievement).
This study was extensively reviewed in the May 1993 issue of School Library Journal (pp. 30-33).

Lance, Keith Curry, Marcia J. Rodney, and Christine Hamilton-Pennell. Measuring up to standards: The impact of school library programs and information literacy in Pennsylvania schools. Pennsylvania Citizens for Better Libraries (funded by the Pennsylvania Department of Education), 2000.

Pennsylvania researchers found that there were five major predictors of academic achievement: librarians AND support staff, library expenditure levels (not counting salaries), rich collections of both print and nonprint resources, and the use of electronic access to outside resources.

Loertscher, David V., May Lein Ho, and Melvin Bowie. Research report: School library media services in 209 schools identified as exemplary by the U.S. Dept. of Education 1986. U.S. Dept. of Education, 1986.

Regarding staffing, the authors state that "There seems to be a threshold at which the library media program begins to pay the kinds of dividends expected from the investment made in it. This threshold is a staff consisting of a full-time professional and a full-time clerical person...a library media center without a full staff component suffers the same way a school would without a full-time principal who has full-time clerical assistance".

Martin, Barbara Ann. The relationship of school library media center collections, expenditures, staffing, and services to student academic achievement. Ed.D. dissertation, Auburn University, 1996.

82 school districts in Georgia were studied, and analyzed comparatively for collections, expenditures for collections, staffing levels, and services provided by the staffs. The study found a relationship of school library media center staffing to achievement, particularly in reading at the high school level, but did not find a correlation between achievement and collections, expenditures for the collections, or services offered.

Masterson, Elizabeth G. An evaluation of the school library in the reading program of the school. Master's thesis, University of Chicago, 1953.

Masterson found that students in professionally-supervised elementary school libraries achieved reading abilities at or above expectancy. In one school studied, reducing the level of library management resulted in reduced reading abilities of the students.

McConnaha, Virginia. "The effect of an elementary school library at high school level". California School Libraries 43 24-29 Summer 1972.

Students in this study, in all ability groups, who had received professional-level elementary library services, were found to perform at a higher academic level in high school than students who had not had this service.

McMillen, Ralph Donnelley. An analysis of library programs and a determination of the educational justification of these programs in selected elementary schools of Ohio. Ed.D. dissertation, Western Reserve University, 1965.

Like the Gaver study cited earlier, McMillen studied a group of elementary schools with three levels of library service, and found that "children who have good library service and the assistance of a competent, fully qualified librarian are superior in the area of knowledge and use of reference materials; ... reading comprehension gain scores were higher in Good Library schools than in Minimal Library and No Library schools..."

Monahan, Marietta. A comparison of student reading in elementary schools with and without a central library. Master's thesis, University of Chicago, 1956.

In elementary schools with professionally staffed central libraries, the quality of reading done by students was higher than in schools without such libraries. The students with the benefit of good libraries read more, read a greater variety of kinds of books, and read more books from "recommended" lists.

Nalwasksy, Celeste DiCarlo. The middle school concept: Case studies exploring the assumed role of the school library media specialist. Ph.D. dissertation, University of Pittsburgh, 1990.

"...the library media specialist was capable of being a participant, and many times a catalyst, for nurturing the affective domain which is so important in middle school education."

Quoted from Dissertation Abstracts International 51:7 2187-A.

Nolan, Joan Parmeter. A comparison of two methods of instruction in library research skills for elementary school students. Ed.D: dissertation, Temple University, 1989.

Fifth-grade students taught information search skills by the school librarian, integrated into classroom curriculum, learned these skills better than students taught these skills as a separate class (also taught by the school librarian). The former group also demonstrated greater self-confidence in their own research abilities, used the library more often, and used its resources more for completing class assignments.

Novljan, Silva. Pupils' reading is better in schools with a librarian: evidence from Slovenia (Research Note). Journal of Research in Reading, 21:3 228-231 1998.

Data from the IEA International Literacy Study was analyzed. Findings indicated that library-trained staff was a positive factor in developing reading ability, that other factors can help but cannot replace the professional services, and that librarians in urban settings are more successful than those elsewhere.

Pitts, Judy. Personal understandings and mental models of information: A qualitative study of factors associated with the information seeking and [information] use of adolescents. Ph.D. dissertation, Florida State University, 1994.

As reported in Emergency Librarian November-December 1995 p. 34, this study involving secondary school science found that "Students learn best when units of study emphasize both subject matter and information seeking and use; these units are best planned and implemented by teacher and teacher-librarian together."

Rankin, Virginia. "One route to critical thinking". School Library Journal 34:5 28-31 January 1988.

Seventh grade students were encouraged to develop critical thinking skills through the use of journals kept throughout a library research project. Students first analyzed what they already knew about their chosen topics, then developed individual research plans. After each research session, students evaluated their own progress and entered their search results and further search plans in their journals. The journals were reviewed daily by the librarian, who added comments and suggestions. Students learned to use a variety of information access and entry points, and learned the importance of analysis and organization in research. They found the librarian's comments and suggestions useful. Students also indicated that this project had been FUN.

Rogers, JoAnn Yedder. Teachers and media resources in selected Appalachian secondary schools: A study of attitudes, usage and knowledge of media center fundamentals. Ph.D. dissertation, University of Pittsburgh, 1977.

477 secondary teachers in 51 schools in eight Appalachian states were studied to assess the relationship between their attitudes toward school library media center resources, their use of such resources, and their ability to function in a school library media center. The strongest relationship was between attitude and use in general. Ability to use a school library media center was an insignificant factor except for the use of nonprint materials.

Schon, Isabel, Kenneth D. Hopkins, Jamie Everett, and G. R. Hopkins. "The effects of a special school library program on elementary students' library use and attitudes". School Library Media Quarterly 12:227-31 Spring 1984.

In this study, a special motivational program was used in a group of elementary schools in varied economic areas, to measure the effect of special motivations on library use, library attitudes, and reading attitudes, versus comparable situations in which no special motivations were used. In the test schools students used the libraries more, and their attitudes toward library use and toward reading improved significantly.

_____. "A special motivational intervention program and junior high school students' library use and attitudes". Journal of Experimental Education 53:97-101 Winter 1984-85.

Students in 17 junior high schools, in experimental groups, received a special 6-week program designed to improve students' abilities to use libraries and their attitudes toward libraries; control groups did not receive the program. Students in the experimental groups showed significant improvements in ability to use libraries and in their attitudes toward libraries, over the students in the control groups.

School Match, Columbus, Ohio (A service of Public Priority System, Inc.).

According to CEO William L. Bainbridge, School Match has found that "of all expenditures that influence a school's effectiveness – including those for facilities, teachers, guidance services, and others – the level of expenditures for library and media services has the highest correlation with student achievement."

A full discussion of the position of this relocation consulting firm with regard to school library services appears in American Libraries, June 1988, p. 459; an earlier and briefer treatment appeared in September 1987, p. 632. Its website can be found at http://www.schoolmatch.com/

School Match says its rankings are based on these measures of school quality: building enrollment, system enrollment, overall class size, elementary and secondary class sizes, student performance on scholarship examinations, awards the school has won, percentageand number of families in the district with school-aged children, home property values in the school district and nearby, per-capita income in the school district, education level of residents of the school district, system's tax base, and system's special education programs.

Stroud, Janet Gossard. Evaluation of media center services by media staff, teachers and students in Indiana middle and junior high schools. Ph.D. dissertation, Purdue University, 1976.

24 middle and junior high schools were surveyed to study the perceptions of their media services by students, teachers, and media personnel. Schools were judged to be more teacher- than student-oriented. Only about one-third of the media specialists were taking an active role in instructional planning. About one-half of the teachers were fully aware of school library media center offerings; teachers with more experience used more library services and media specialists with more experience offered a greater variety of services.

Thorne, Lucile M. The influence of the Knapp School Libraries Project on the reading comprehension and on the knowledge of library skills of the pupils at the Farrar Junior High School, Provo, Utah. Ed.D. dissertation, Brigham Young University, 1967.

A two-year study was done of junior high school students, in a school with expanded library services and one with only nominal library services. The students in the school with better services scored higher gains in reading comprehension and library skills than the students in the school with minimal library services.

Walker, Richard Dean. The influence of antecedent library service upon academic achievement of University of Illinois freshmen. Ph.D. dissertation, University of Illinois, 1963.

In this study, university grade point averages were compared for students from communities with good library service with those for students from communities with poor or no library service. No attempt was made to measure the amount or level of student library use, or students' library skills. No correlation was found between community library service offerings and freshman grade point averages, but correlation was found between the availability of library service to the academic achievement of students in the various schools and colleges within the university.

Wert, Lucille M. Library education and high school library services. Ph.D. dissertation, University of Illinois, 1970.

Wert studied the differences in services offered by professionally trained librarians (graduate degrees) and by library staff with undergraduate training or less. The professionals provided a greater range of library services than the less well-trained; the less well-trained spent more time on clerical activities. In the libraries studied, the ones with professionals in charge were more extensively used by both teachers and students than the ones without.

Wilson, Ella Jean. Evaluating urban centralized elementary school libraries. Ph.D. dissertation, Wayne State University, 1965.

In a study of six matched elementary schools with centralized and professionally administered libraries, and six without, sixth grade students achieved at a higher level in reading ability and library skills in the schools with good libraries than the students in the other libraries.

Yarling, James R. Children's understanding and use of selected library-related skills in two elementary schools, one with and one without a centralized library. Ed.D. dissertation, Ball State University, 1968.

Yarling reports on a Knapp Project-funded study. Students in the school with improved library services scored higher in reading skills, verbal expression, and library skills than students in the school without centralized library services.

Zsiray, Stephen W. Jr. A study of the impact of staffing patterns in elementary school library media centers on program development. Ed.D. dissertation, Utah State University, 1986.

Zsiray found no significant difference between the level of library service provided by elementary library media specialists with district-level professional support, and those without it. He also found only marginal differences between services offered by building-level library professionals and nonprofessionals.

SECONDARY SOURCES

"Although collaboration between teacher and teacher-librarian can be difficult to achieve, the result is improved student learning." Emergency Librarian March-April 1996, p. 29 "What Works" feature.

Four dissertations are cited. Formal planning is stated to be more productive than informal, partnerships must be cultivated, there are often constraints in a school that deter collaboration, students taught cooperatively use libraries more effectively and achieve higher academic scores.

Baldridge, Sherie W. and Marsha D. Broadway. "Who needs an elementary school librarian?" Principal 67:2 37-40 November 1987.

Baldridge and Broadway review research on the positive impact of school library programs on the academic achievement of elementary grade students. Article emphasizes the quality differences in service levels provided by professionals vs. nonprofessionals.

Bodi, Sonia. "Critical thinking and bibliographic instruction: The relationship". Journal of Academic Librarianship 14: 150-3 July 1988.

Author discusses a team professor-plus-bibliographic-librarian system of presenting and teaching a critical approach to research, done with college juniors. Some of the techniques could be adapted to the high school level.

Bruning, Michael. "Is money spent on libraries a wise investment?" Ohio Media Spectrum 46: 18-20 Winter 1994.

Bruning reports an Ohio study of school library support and student achievement. He states that "These correlations show that positive relationships tend to exist between commitment to the library as measured by proportion of the budget spent on library materials and the achievement measures of cumulative passing rates on the proficiency examination areas." No correlation was found between library funding and drop-out rates.

Eisenberg, M. B. "The impact of online access to neighboring academic libraries in the school library media center by college-bound high school seniors". School Library Media Quarterly 17:45 Fall 1988.

Eisenberg reports in an abstract of research by Kathleen W. Craver at National Cathedral School., Washington, D.C., that Craver found that access to an academic online catalog in their school libraries "significantly influenced the use of academic libraries by college-bound high school seniors" and that, later, these students "used a greater number of sources from the academic undergraduate library" compared to students who had not had academic online experience in high school.

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_____ "The transferability of library research skills from high schools to college". School Library Media Quarterly 17:45 Fall 1988.

Eisenberg reports in an abstract of research by M. Elspeth Goodin, Kittatinny Regional High School, Newton, New Jersey, that Goodin found that instruction in search strategies and information-gathering skills, given to high school seniors, not only immediately increased their research abilities to college level, but that the benefit was retained and the skills utilized in college.

Hodges, Gerald C. "The instructional role of the school library media specialist: What research says to us". School Media Quarterly 9:4 281-285 Summer 1981.

Reports on research findings, noting that the frequency with which the school library media specialist assumes an active role in curriculum and instruction is directly related to the size of the media staff; and that the school library media specialists who are most likely to assume an active role in curriculum and instruction are those who have competencies in curriculum planning, implementation and evaluation strategies, analysis of materials with regard to their ability to achieve instructional objectives, and media design, in addition to competencies in library science.

"Improved high school library collections and instruction links to improved college library use and student success." Emergency Librarian May-June 1997, p. 33 ("What Works" feature)

Four dissertations are cited. Students with high school access to an academic online catalog use academic libraries more competently than those without, students with high school access to generous periodical collections use academic libraries more than those without.

Two of the four citations are included in the first section of this bibliography: Kathleen Craver's The influence of the availability of an academic online catalog... and M. Elspeth Goodin's The transferability of library research skills...

Kreiser, Latane C. and John Hortin. Research of the curriculum integrated library program. International Journal of Instructional Media 20:4 361-71 1993.

A general discussion of the shift in emphasis of school library programs into curriculum-integrated activities, has an excellent and very extensive bibliography.

Krashen, Stephen. The power of reading. Libraries Unlimited, Inc., 1993.

Krashen has reviewed research studies from both the nineteenth and twentieth centuries that focus on "free reading" (reading that is voluntary rather than assigned), applying today's statistical methods to these studies. His finding that children learn to read by reading is, of course, conscious "crashing through an open door", but his meticulous efforts also validate others' observations that reading in a foreign language under study helps the student learn the language, and that the amount of voluntary reading a child does is a reliable predictor of reading comprehension, vocabulary growth, spelling ability, grammatical usage, and writing style. Krashen also found that students do more free reading when they have the use of good school libraries, professionally run.

"Librarians are teachers". Library Journal 107:1944-6 October 15, 1982.

Describes and discusses details of the role of librarians as teachers of information skills, and compares that role with college and university faculty perceptions that librarians are only quasi-faculty.

Lumley, Arvina Marie. The change process and the change outcomes in the development of an innovative elementary school library media program. Ph.D. dissertation, Kansas State University, 1994.

Lumley found that an effective team was composed of the librarian, the principal, teacher leaders, and a district director, that high quality staff development was necessary, and that a staff consisting only of one professional and one full-time clerk was probably inadequate to sustain the program.

Mancall, Jacqueline C. "An overview of research on the impact of school library media programs on student achievement". School Library Media Quarterly Fall 1985 p. 33.

Lengthy review of pertinent literature with 35 bibliographic citations, most of them primary sources. Most of these citations are included in this publication, with annotations.

Marchant, Maurice P., Marsha D. Broadway, Eileen Robinson, and Dorothy M. Shields. "Research into learning resulting from quality school library media service". School Library Journal 30:20-22 April 1984.

Primarily a bibliography of 20 research studies, with lengthy annotations, on the title subject; article also points out the parallel between reductions in school library services and declines in SAT scores nationwide, and the SAT emphasis on reading and other language skills as well as informational location skills – the skills most heavily influenced by library services.

McQuillan, Jeff. "SAT verbal scores and the library: Predicting high school reading achievement in the United States". Indiana Media Journal 18:3 Spring 1996 p. 65-70.

"The present study found that the school library quality and public library use were the most reliable predictors of reading achievement at the high school level in the United States..."

NASSP Bulletin, May 1991, Entire issue is devoted to information literacy and includes several articles on the role of the school library.

O'Hanlon, Nancy. "The role of library research instruction in development teachers' problem solving skills". Journal of Teacher Education 39:44-9 November-December 1988.

Cites studies and surveys indicating that teachers generally lack adequate preparation to address research problems in a critical manner, or to teach information search and analysis skills in their subject areas; O'Hanlon then assesses various approaches to the training of teachers that might improve teachers' information search and analysis skills.

"Pay equity law equates librarians and engineers". American Libraries 21:5 397 May 1990.

Brief report on Ontario provincial government determination that the work of librarians and engineers was determined to have comparable worth, for the development of equal-pay-for-equal-work salary schedules.

Pretlow, Delores Z., and Edward R. Lilly. "The Library/Media Specialist: Conduit for academic achievement". Teacher Education Quarterly v. 15:1 83-87 Winter 1988

Discusses the value of the library/media specialist, particularly in elementary grades, emphasizing that the library must be an integral part of a school's teaching program if maximum benefits are to be derived from library services.

This article is also indexed as appearing in Catholic Library World 59:125-7 November-December 1987.

"Role clarification for the teacher-librarian is an essential first step to improvement of library programs". Emergency Librarian September-October 1989, p. 35.

Five original studies are listed as basis for comments that administrators and teachers do not understand the role of the teacher-librarian in instruction, and that teacher-librarians tend to be evaluated on performance criteria that are not relevant to the job they are hired to do.

"The role of the principal is the key factor in the development of an effective school library program". Emergency Librarian January-February 1989, p. 31.

Seven original studies are cited here as the basis for comments that teacher-librarian involvement in curriculum planning and the development of outstanding school libraries are dependent on strong administrative support and involvement, and that principals with insufficient expertise in the role of media centers in education hinder improvements in school library services.

Schlachter, Gail A. and Dennis Thomison. Library science dissertations, 1925-1972: An annotated bibliography. Littleton, Colorado, Libraries Unlimited, and Library science dissertations, 1973-1981: An annotated bibliography, 1982.

Lists, with author and subject indexes, of doctoral dissertations only, in library science, with very brief annotations.

These titles are #12 and #18, respectively, in Libraries Unlimited's series "Research studies in library science".

"Students generally use libraries as a complement to school resource centers and prefer books to other resources. Emergency Librarian March-April 1989, p. 32 ("What Works" feature)

Drawing on four original studies, EL notes the above and also that "students have a more positive attitude toward the resource center when there is a full-time teacher-librarian".

"Students learn more and produce better research products following planned, integrated information skills instruction by the teacher and teacher-librarian together". Emergency Librarian November-December 1997, p. 29 "What Works" feature

Five dissertations are cited. Students move through research projects in predictable stages, students are more successful when taught research skills both in the classroom and in the library, integrated resource-based instruction is more successful than non-integrated instruction or no instruction, results are better when classroom teachers and teacher-librarians plan together formally than if they do so informally.

"Teacher-librarians who understand the search process, work with classroom colleagues to integrate the process in instruction and intervene early in student support, more effectively guarantee student success and academic achievement". Emergency Librarian March-April 1998, p. 29 "What Works: feature

Four dissertations are cited. Teachers understand the content of a research assignment better, but librarians understand search strategies and information retrieval and use better. Students do better when first briefed in the classroom about setting goals and planning and then reminded again in the library than when taught only in the library.

"To increase school effectiveness and student achievement, flexible grouping patterns based upon student needs are exhibited in the school and classroom". Emergency Librarian May-June 1990, p. 35.

An excerpt from "The Minnesota Educational Effectiveness Program, as reported by Richard Mesenburg, Mary Lillesve and Floyd Keller in Wingspan: The Pedamorphosis Connection (5:2)."

Points out the relationship between student achievement and 1) diversified instruction that recognizes individual student needs, 2) flexible teaching patterns based on individual student needs, 3) frequent reviews and adjustments to groupings, 4) objective assessment of student progress, 5) attention paid to appropriate research, 6) employment of cooperative learning techniques; and 6) display of high expectations for student performance.

"The need for flexible scheduling in elementary school library resource centers has been identified and supported by solid research so often and for so long that schools that do otherwise are virtually engaging in educational malpractice."

OTHER REFERENCES OF INTEREST

"Americans say public libraries play vital role in education" School Library Journal July 1993 13.

Cites a 1992 Gallup Organizationn poll indicated that "90% of American view the library's role as a formal education support center as 'very important', 83% considered it to be an independent learning center, 82% considered it the preschooler's door to learning, 67% considered it a research center, and 63% considered it a community information center."

"America's libraries: New views in the '90's." American Library Association Public Information Office. 1993. 4pp.

Based on a 1992 Gallup Organization poll of Americans' opinions about public library services, this publication summarizes findings that 90% of Americans consider public library services as very important, citing the public library's roles in providing independent learning opportunities, children's services, research materials, and general information. Pamphlet contains very useful statistical data.

Angelou, Maya, to students at the University of Illinois/Chicago, as quoted in American Libraries 21:10 939 (November 1990).

"We have historically and hysterically ill-treated librarians. They study their discipline with as much rigor as do computer scientists and as do biologists. And yet as soon as they are posted we begin to treat them as if they are mere custodians. They have a magnificent magic."

Bennett, Jack, and Frank Brocato. "The budgetary role of the media specialist in the restructured school". Technology Trends 36:6 39-42 1991.

"By training and experience, the school library media specialist has both an instructional and management background. Because of this dual background, the media specialist is in a position to help effect school restructuring. The principal and the media specialist are the two professionals in the building to have a global view of the curriculum, maintain contact with all classroom teachers, and share similar leadership responsibilities."

The authors propose that the school library media specialist act as coordinator of the school's budget proposals and requests for instructional supplies, materials, and equipment and see the school media center as the clearinghouse for this coordination (where teachers get information about new instructional technologies, identify materials and equipment needs, eliminate unneeded duplications, consolidate budget requests, identify best available vendors, and inventory materials on receipt).

Bennett, William. First lessons: A report on elementary education in America. U.S. Dept. of Education, Washington, D.C., U.S. Government Printing Office, 1986. 83p.

Better known among librarians for its omission of the role of school libraries in education than otherwise, this report does state, on page 2, that "Every school should have a library, and every child should have and use a public library card."

Brand, Stewart. Whole Earth Review, Summer 1990, p.133 and 1335.

"The only communicators taking full advantage of the electronic convergence of all media are the librarians, who owe allegiance to no single industry. In America librarians are officially sanctioned outlaws. They truly believe information ought to be free and follow wherever it explores. They now call themselves 'information scientists,' and they are."

"...libraries are major crafters of the emerging information infrastructure-infostructure. Throw respect and money their way and you'll never be sorry!."

Breivik, Patricia Senn. "Library-based learning in an information society". New Directions for Higher Education 56:47-55 1986.

While this article focuses on educational benefits to be derived from appropriate uses of libraries at the university level, its suggestions are broadly applicable to secondary libraries as well, as are its conclusions, among them that "the major detriments to such learning are limited perceptions of libraries and librarians by . . . administrators and the classroom faculty."

_____. "The role of libraries in the search for educational excellence". School Library Media Quarterly 16:45-6 Fall 1987.

Points out the under-utilization of school libraries in the teaching of students in the United States, vs. the advantages of student-centered learning in libraries over prescriptive teaching in classrooms; calls for librarians to spend more time educating administrators.

Brottman, M. "Library media specialists educate secondary students to think". School Library Media Quarterly 15:59-60 Fall 1986.

Describes several school library projects, programs, and activities designed to develop higher thinking skills.

Dervin, Brenda, and Benson Fraser. How libraries help. A publication of the Department of Communication, University of the Pacific, Stockton, California, for California State Library, Sacramento, California, October 1985. 33p.

While this study was based more broadly than simply on schools, it included respondents of all ages. A wide variety of user needs and reactions was studied. Among other findings: 65% of respondents reported receiving various kinds of help from libraries; Anglo-whites used libraries more, but non-Anglo-whites reported getting higher levels of help; helps relating to emotional and planning dimensions were more often reported than other kinds of helps; more than 90% of the respondents indicated experiencing support or emotional control from their last library visit; users of library literacy services were high namers of helps received.

Everhart, Nancy Lou. An analysis of the work activities of high school library media specialists in automated and nonautomated library media centers using work sampling. Ph.D. dissertation, The Florida State University, 1990.

Librarians with automated circulation systems were found to spend more time on program development, instructional development, and technology use than those with manual circulation systems. The latter spent more time than the former on circulation activities and card production.

Gifford, Vernon and Jean. Effects of teaching a library usage unit to seventh-graders. Paper presented at the Annual Conference of the Mid-South Educational Research Association, New Orleans, November 14-16, 1984. ERIC document 254 230.

Students who received extensive library skills instruction used the school library significantly more than students who did not receive such instruction.

Gorman, Michael. "The domino effect, or why literacy depends on all libraries". School Library Journal April 1995, p. 27-29.

Gorman, Dean of Library Services at California State University-Fresno, comments on the lack of library skills demonstrated by college students who have come from schools with inadequate library programs, the negative effects of this lack on student success, and the reasons for the inadequate programs.

Heidegger, Arnold. "The value of a good school library". Western European Education 20:107-12 Spring 1988.

Originally published as "Der Wert einer guten Schulbibliothek" in Schule heute 2:1-3 February 1987.

Emphasizes the important role that elementary school libraries play in the development of children's reading skills.

Hodowanec, George V. Comparison of academic training with selected job responsibilities of media specialists. Ed.D. dissertation, Temple University, 1973.

Hodowanec compared on-the-job activities with professional training, in selection, acquisition, organization of materials, and user services. He found that the frequency of performance of a job function increased as the level of training in the function increased. The most serious deficiencies in training and practice were in participation in curriculum planning and in identifying resources for specific course needs.

Hyatt, Betty Jo. Relationship between the commitment and role of the elementary school principal in Regions I, III and V in the State of Florida regarding media and the quality of the school media center. Ed.D. dissertation, The Florida State University, 1987.

Principals were found to favor quality library media programs but were not implementing them; principals indicated that they were supporting media programs at a higher level than perceived by the library media teachers; principals did not understand quantitative media program standards; the programs sampled were generally mediocre.

Jay, M. Ellen. "The elementary school library media teacher's role in educating students to think". School Library Media Quarterly 15:28-32 Fall 1986.

Suggested activities and teaching strategies for developing students' thinking skills in the library.

Johnson, Harlan. Teacher utilization of libraries in the secondary schools of Tucson District No. 1. Ed.D. dissertation, University of Arizona. 1975.

This Arizona study queried 200 junior and senior high school teachers and the head librarians of nine senior high schools and sixteen junior high schools. 44% of the teachers did not think they needed library services to teach their courses, but 58% of them said they would welcome librarian assistance in instructional planning; 58% considered the librarian helpful to them in their teaching. Librarian tactics that had the greatest impact on encouraging teacher library use were informal conversations with teachers, custom bibliographies, and involving teachers in materials selection.

Koenke, K. "Libraries take an active role in literacy training: ERIC/RCS" Reading Teacher 39:940-3 May 1986.

A brief review of the extent and structure of library literacy programs, written to the interests of reading teachers.

Kohl, David F. and Lizabeth Q. Wilson. "Effectiveness of course-integrated bibliographies instruction in improving coursework". RQ 26:206 (Winter 1986).

A college/university study, this comparison of methods used to teach library skills found that students taught library skills by cognitive teaching strategies performed better in research assignments than those taught by a more traditional approach to bibliographic instruction.

Krashen, Stephen, and Bonnie O'Brian. "School library collections and reading achievement in Los Angeles and beyond". Indiana Media Journal 18:3 Spring 1996.

In the study reviewed, the usual parameters of library services were included but software was also included (number of computer software programs available in the library or for checkout). Socio-economic status of students was the strongest predictor of student reading achievement. Effect of software was nearly zero for middle school students and negative for high school students.

Lamme, L. L. and L. Ledbetter. "The heart of whole language". Language Arts 67:735-41 November 1990.

The authors of this paper review examples of Whole Language curriculum teaching in Florida, emphasizing the need for extensive librarian participation.

Lassise, Joyce. "School librarians teach reading". School Library Journal 29:42 November 1982.

Notes that classroom teachers teach how to read but that librarians get children actually to READ (by allowing children to read the entire book, to become absorbed in books for their intrinsic interest, to read at their own pace; by allowing children to select their own reading; by giving brief, non-lesson help when needed; by reading TO children and giving book talks; by providing a relaxed reading atmosphere free of tests, interpretations, limits, etc.; and by not dividing children into special groups).

Lewis, Peter. "Where the libraries are leading the way". New York Times May 13, 1990; column ["The Executive Computer"].

"Companies that are trying to figure out how they will manage the flow of information in the 1990's and beyond might begin their research with a trip to the library – not to take out a book but to study the ways in which libraries are preparing for the 21st century. In the vanguard of information technology, today's librarians are as likely to be experts in work stations, networking, communications protocols, electronic imaging and fiber optics as they are in books and manuscripts. The information technologies and techniques now being explored by libraries are likely to serve as models for businesses in the years to come."

Loertscher, David V., and Phyllis Land. "An empirical study of media services in Indiana elementary schools". School Media Quarterly 4:8-18 Fall 1975.

This elaborate statistical study measured the perceptions of elementary media services held by media personnel, principals, teachers, and students, as well as variations between programs offered by full-time staff (professional and clerical) and part-time staff (mostly professional). The study found, among many things, that whatever efforts media personnel made to make their services known, no more than 60% of teachers fully understood what was offered (and far fewer in some of the schools). Programs offered by full-time media staff, whether professional or nonprofessional, were superior to those offered by part-time media staff (professional or nonprofessional).

Mancall, Jacqueline C., Shirley L. Aaron, and Sue A. Walker. "Educating students to think: The role of the school library media program". School Library Media Quarterly 15:18-27 Fall 1986.

Concept paper written for the National Commission on Libraries and Information Science – a comprehensive program plan.

McDonald, Frances Beck. Intellectual freedom and censorship attitudes of secondary school librarians and principled moral reasoning. Ph.D. dissertation, University of Minnesota, 19889.

McDonald found that attitudes toward intellectual freedom were strongly related to level of education and size of school. Respondents with higher levels of education, working with higher grade levels and in larger schools, scored higher on both attitude scales than those with less education, working with lower grade levels and in smaller schools.

Mohajerin, Kathryn S., and Earl P. Smith. "Perceptions of the role of the school media specialist". School Media Quarterly 9:3 153-63 Spring 1981.

In this study of attitudes held toward school media specialists by college and university media educators, practicing media specialists, principals, and teachers, in a ten-district school consortium, it was found that the college participants had generally lower opinions of school media specialists than did people working at the same level as the school media specialists.

Moss, Wayne. "School libraries essential to curriculum reform". Thrust 19:15-17 May-June 1990

"At a time when California schools are implementing literature-based curricula, many schools are short-changing the student and the curriculum with old books, inadequate libraries and poor staffing of those libraries. The situation threatens the quality of the curriculum as it now exists and severely impedes any improvement attempts."

"Teachers, for the most part, do not use libraries themselves. We have long lost the concept of teacher as scholar at the public school level."

"School libraries exist primarily to support the curriculum. But even more importantly, school libraries provide opportunity. Opportunity for a variety of learners with a variety of learning styles to make contact with the curriculum at different points. These contact points are vital to any movement schools want to make towards improvement of instruction."

Muldoon, J. P. "Library skills: A lifelong necessity". National Association of Secondary School Principals Bulletin 69:98-9 April 1985.

Proposes a plan for secondary principals to implement, to develop extensive and in-depth school library use, with the objective of training students in the skills needed to use college and public libraries effectively and comfortably.

Natarella, Margaret Dietrich. A survey of media center personnel and school policies that relate to students and trade books in selected Michigan elementary schools. Ph.D. dissertation. Michigan State University, 1972.

The term "trade books" in this study refers to all kinds of books purchased by a school library media center other than textbooks and encyclopedias. Comparison was made, using 40 full-time media center personnel in 23 school districts, of the amount of time spent working directly with students and books between personnel of several levels of training (certificated librarians, noncertificated but degree-holding personnel, and noncertificated and nondegree-holding personnel). The personnel with college degrees spent more time working with students and books, whether or not certificated, than personnel without college degrees. The presence or absence of clerical or volunteer help did not affect the comparison significantly. Schools were selected to represent five socioeconomic strata. While the schools in wealthier areas spent significantly more on materials than those in poorer areas, students in the poorer-area schools used their school library media centers more than students in wealthier areas, and indicated satisfaction with the materials and services provided.

NAASP Journal, v75 n535 May 1991, is almost entirely devoted to articles stressing the role of school library services in restructuring secondary schools.

"NCTE asks support for school librarians". Wilson Library Bulletin February 1988.

Cites the passage of a resolution by the National Council of Teachers of English urging funding for professional librarians in all elementary and secondary schools, and stating that "both teachers and students need the expertise that fully credentialed librarians can provide."

"New Bennett report stresses impact of school libraries [first lessons]". School Library Journal 33:78 October 1986.

An editorial review of First lessons: A report on elementary education in America, in which Education Secretary Bennett recommends that every school have a library and every student have and use a public library card.

Newman, J. "What does the information age mean to us?" Technology Trends 33:49-50 October 1988.

Reviews the uses of various electronic information sources in the school library.

Newman, Joan A., Richard D. Klausmeier, and John Bullard. Iowa survey shows: Teachers need more training in media. ERIC document 105-895.

A survey conducted in December 1971 for the Educational Media staff of the University of Iowa found that both teachers and administrators believed that teachers needed more training in the selection and use of technological media.

Reich, Robert. The work of nations: Preparing ourselves for 21st-century capitalism. Knopf, 1991. 331p.

Economist Reich of Harvard University emphasizes the shift of monolithic, layered corporations needing discipline, rules, schedules, etc., to webs of individuals using information to solve problems (webs that may be very small and local or very extended and international, all overlapping and linked intermittently to one another). He sees that three-fourths of the jobs of the future will be in what he calls "symbolic-analytic services" (problem identifying, problem solving, strategic brokering) that are basically information-based.

"Core corporations no longer focus on products as such; their business strategies increasingly center upon specialized knowledge."

"The role of libraries in excellence in education [condensed from Alliance for excellence]". Education Digest 51:18-21 October 1985.

A review of the thirteen recommendations of the advisory board of the "Libraries and the Learning Society" project, in response to the findings detailed in "A Nation at Risk", the 1983 report of the National Commission on Excellence in Education.

"A study commissioned by The Millbrook Press, Inc. . . ." The Millbrook Press, 1990.

This study of school library funding queried 141 school library media specialists at all levels, in proportions equal to their distribution in the educational system at large, and high school principals and other experts on issues and trends in school librarianship. The major problems of the 1990's were seen as understaffing and underbudgeting for new and replacement materials.

"Many studies have recognized that one of the single most important elements in a strong library media program is the presence of a professional certified staff who can develop, implement and direct such programs. Specifically, evidence shows that school librarians with a Master's degree in Library Science develop and conduct more productive programs than those who lack the degree or those with less education."

The study also found that inadequate school library resources at the elementary level "provide significant fuel to the literacy problem that the United States is currently experiencing."

A review of this study, in American Libraries December 1990, p. 1022, states that "the study suggests that school administrators' 'low awareness' of the elementary school library's importance was the cause for the poor funding. Poorly funded libraries are understaffed, forcing librarians to focus on library operations at the expense of involvement in curriculum planning and innovative educational approaches such as the whole word program. Librarians' limited involvement in budgeting decisions also took a toll on effectiveness, according to the report."

Detailed information about the report and its contents is available from The Millbrook Press, 2 Old Milford Road, Brookfield, CT 06804.

"Teacher-librarians need to assume more responsibility for writing about teacher-librarianship and school library programs for professional journals read by teachers and administrators". Emergency Librarian March-April 1988, p. 38.

Drawing on three studies of the content of professional journals in education, notes that there is an almost total absence in such journals of accurate articles about school libraries or school librarians, or articles by school librarians, that school librarians are sometimes even described disparagingly, and that journals for administrators are particularly lacking in adequate and accurate information about the operation of school libraries.

Turner, Philip M. "Research reviews from the Treasure Mountain research retreat". Libraries Unlimited: School Library Media Annual, v. 8, 1990, p. 139-53.

These are brief reviews of presentations that summarized research findings in various instructional areas relevant to the design of school library programs.

Vavrek, Bernard. "Is the American public library part of everyone's life? American Libraries January 2000 60-64.

Cites a Clarion University survey about the public's attitudes toward libraries that indicated, among other things, that "15% of library users placed the value of a single visit at more than $40, 12% use library computers to connect to the Internet, 6% link to the library from home or work, females (64%) still outnumber males (35%) in library use, 57% of Internet users prefer accessing from home." 50% of users checked out books, 51% believed the public library contributed to the quality of life, and 98% reported that the library had made their lives better because of educational enrichment the library provided.

Westin, Alan F. and Anne L. Finger. "Using the public library in the computer age". American Library Association, 1991.

This is a report presented at the Public Library Association's 1991 conference in San Diego, California, based on findings of a 1990 Louis Harris and Associates survey, "Consumers in the information age". Harris found that Americans at all economic levels use library services, and that minorities are also regular users. The survey also found that library use by respondents had increased since a 1978 Gallup survey and that, while borrowing books was still the most common activity, two-thirds of the respondents were expecting to use home computers to obtain information from their public libraries.

Vandergrift, Kay E., and Jane Anne Hannigan. "Elementary school library media centers as essential components in the schooling process [an AASL position paper]". School Library Media Quarterly 14:171-3 Summer 1986.

Sets out twelve principles in AASL's position on elementary school libraries; extensive list of references.